MIDTERM REPORT
MARCH 22, 2007

FOR

ACCREDITING COMMISSION
for COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

SANTA MONICA COLLEGE
1900 PICO BOULEVARD
SANTA MONICA, CALIFORNIA 90405-1628

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VISION

Santa Monica College:
Changing Lives
Through Excellence In Education

MISSION

Santa Monica College strives to create a learning environment that both challenges our students and supports them in achieving their educational goals. We prepare our students to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, the College provides open and affordable access to excellent associate degree and occupational certificate programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves, represents, and embraces the community's racial and cultural diversity. We promote the exchange of ideas in an open, caring community of learners and recognize the critical importance of each individual to the achievement of our vision.

GOALS

Student Success:

The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.

Academic Excellence:

The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.

Community of Mutual Respect:

The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.

Effective Use of Technology:

The College will promote access to technology to achieve its goals.

Community Partnerships:

The College will develop public/private partnerships to meet the educational needs of our community, ensure financial viability, and promote employment of our students and alumni.

Supportive Physical Environment:

The College will acquire, plan, develop, and maintain facilities and equipment to provide the best possible educational environment and promote the use of sustainable resources.

STATEMENT ON REPORT PREPARATION

Santa Monica College is pleased to submit this Midterm Report as a summary of institutional progress made in response to the recommendations of the 2004 Accreditation Visiting Team. The Accreditation Liaison Officer prepared the report in consultation with the Academic Senate President. Assistance was provided by those administrators, faculty members, and staff members for whose areas of responsibility specific recommendations were made by the 2004 Visiting Team or planning issues were identified in the 2004 Institutional Self-Study.

BOARD OF TRUSTEES APPROVAL

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	March 12, 2007

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 14

SUBJECT: **ACCEPTANCE OF ACCREDITATION MID-TERM REPORT**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees accept the mid-term report requested by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

SUMMARY: This is the standard mid-term report required of all institutions by the Accrediting Commission. The report must be submitted by March 22, 2007.

MOTION MADE BY: Louise Jaffe
SECONDED BY: Rob Rader

Public Comment
Lesley Kawaguchi

The following action was taken with the understanding that
the mid-term report will be amended based on the discussion
at the meeting.

AYES: 7
NOES: 0

A number of significant events have occurred at Santa Monica College since March 2004. These include the acquisition of considerable new resources, major changes in leadership, the completion of several construction projects and the start of several others, and the formation of new interagency partnerships.

New resources have included both ongoing and one-time equalization funds for operations; one-time funds from an instructional services agreement with the Compton Community College District; grants, including two Title V grants; and capital funds, locally from Measure S in 2004, the College's third bond since 1992, and at the state level from state capital outlay awards.

Leadership changes have included the retirement of Board of Trustees members in both 2004 and 2006 (two new members were elected in 2004 and three new members in 2006); the retirement of Superintendent/President Piedad F. Robertson in 2004 and the retirement of Chief Business Officer Thomas J. Donner in 2006, following his service as Interim Superintendent/President; and the appointment of Dr. Chui L. Tsang as the new Superintendent/President in February 2006.

With capital funds available from two bond measures (Measure U for $160 million approved in March 2002 and Measure S for $135 million approved in November 2004), earthquake recovery funds from federal and local sources, and state capital grants, the College has completed facility improvement projects for Kinesiology/Dance and Athletics; and Mathematics. The College has finished three major buildings, including Theatre Arts; Humanities and Social Sciences, North; and the West Building at the new 10.4-acre Bundy Campus that opened in 2005. The College has two major buildings in construction, Humanities and Social Sciences, South, and the Performing Arts Center and Music Academy at the Madison satellite campus. Three other projects are in the design phase.

Several new organizational structures have been formed. Santa Monica College has formed a joint powers authority with the City of Malibu in preparation for a new instructional center in that city; has a tentative agreement with the City of Santa Monica to cooperatively build and operate an Early Childhood Education lab school; and is actively planning a joint field use project with the Santa Monica-Malibu Unified School District.

RESPONSE TO THE RECOMMENDATIONS OF THE 2004 VISITING TEAM

The team recommends the college initiate an institution-wide dialogue about student learning outcomes and processes to facilitate learning. This dialogue should lead to documented implementation and results of a cyclical process of learning outcomes development, systemic assessment, and institutional and programmatic improvement.
(Standards I A.1; I B; I B.1 and 3; II A.1.a and c; II A.2.a, b, e, f, h, and i; II A.3 and 6; II.A.6.a; II B; II B.4; II C; II C.2; III A.1.c; IV B.2.b)

In early September 2004, the Academic Senate President and the Superintendent/President called together a group of faculty leaders and the vice presidents of Academic Affairs and Student Affairs to set goals and establish timelines for the establishment of student learning outcomes at the course level. The group reviewed the plans and materials associated with the "Beta Project," a previous student learning outcomes initiative that had been abandoned in Spring 2002 because of issues related to the College's fiscal crisis. The group agreed to use the Alverno College Institute publication *Student Learning: A Central Focus for Institutions of Higher Education* as a framework for discussion and to focus initially on two key groups—the Academic Senate Joint Curriculum Committee and the Department Chairs Committee. The group also developed a rough timeline for other institutional activities—guest speakers, attendance of conferences and workshops, staff development day breakout sessions, meetings, and in-house presentations—for the entire 2004-2005 academic year.

Both the Curriculum Committee and the department chairs devoted one September 2004 meeting to a discussion of the introductory chapter and selected case studies from the Alverno publication and a PowerPoint presentation developed by a Counseling faculty member on the evolution of the student learning outcomes/assessment movement. While both meetings resulted in excellent discussions, they generated very little in the way of follow-up activities.

In October 2004, the Academic Senate President and the Vice President, Academic Affairs decided to devote one of the weekly Academic Leaders (Academic Senate leaders and the vice presidents of Academic Affairs and Student Affairs) meetings to addressing their common concern that the originally agreed upon approach to establishing a dialogue was far too passive and could easily result in spending a full academic year engaged in a "planning to plan" syndrome. This meeting, augmented with several of the faculty leaders who had participated in the September planning meeting, proved to be seminal in moving the process forward. The group agreed that activity and humor had always been key elements in accomplishing any type of change in the Santa Monica College "culture."

Discussion revealed that, while there was little open resistance on the part of faculty members to the concept of student learning outcomes, prevailing attitudes ranged from disinterest to a sense of intimidation relative to the perceived complexity of the assessment component. To address this, the group developed an exercise called "best-guess SLOs" (derived from an elementary school spelling activity) for which groups of faculty members would be given very basic infor-

mation about student learning outcomes and then engage in an exercise to develop measurable student learning outcomes from the objectives of their own and each other's courses. The purpose was to stimulate interest in student learning outcomes in a non-judgmental environment in which there would be no "wrong answers" and no intended official product. The faculty members present agreed to serve as facilitators for this activity with groups of other faculty members they would informally recruit.

Starting with a group designing "best-guess SLOs" for history, math, and English, these informal discussions gradually spread to other disciplines and accomplished the intended purpose of creating the level of interest needed to initiate more formal dialogue. At an October meeting, the Curriculum Committee used the course outline of an introductory accounting course as an example of a course with well-defined course objectives and broke into small groups to analyze the objectives to determine whether they were goals, objectives, or student learning outcomes. Beginning in November 2004, the committee chose one of the proposed new courses at each meeting as a vehicle for discussion with the faculty member presenting the course proposal on converting course objectives to measurable student learning outcomes. Curriculum Committee members and faculty members proposing new courses found this to be a useful and stimulating exercise. Since Spring 2005, the Academic Senate Joint Curriculum Committee has required the submission of at least two student learning outcomes with each proposal for a new course or major revision of an existing course. The Academic Senate Joint Program Review Committee also changed its guidelines to ensure that development of student learning outcomes is part of the required updating of all course outlines for instructional programs under review. (All college programs are reviewed in a six-year cycle.) That committee is now establishing a certification process to identify clearly for college planning purposes those academic programs that have completed the requirement of developing and documenting student learning outcomes for all courses.

In Summer 2005, the Academic Senate established a Student Learning Outcomes Task Force, co-chaired by two faculty members and the Director, Institutional Research, to further engage the college community in a discussion of student learning outcomes and to facilitate the production of stated outcomes and assessments from the course to the institutional level. Specifically, the task force established the following goals, to be accomplished over a three-year period:

- To create a timely process to achieve student learning outcomes that reflect Santa Monica College culture;
- To promote a campus wide commitment to student learning and success;
- To encourage a dialogue on student learning and success within and among all units of the College; and
- To engage every unit of the College in the production of specific outcomes and assessments.

The Student Learning Outcomes Task Force began its work by creating a handbook that includes a definition of student learning outcomes and emphasizes the teaching-learning cycle, dialogue among colleagues, and the preparation of specific outcome statements. This document also contains useful exercises and samples. During 2005-2006, the first year of a three-year plan, the task force was made up of representatives recruited from each academic discipline, with the goal that each discipline would develop a minimum of two student learning outcomes for a minimum

of two courses. Activities for the monthly meetings of the task force included training in the development of student learning outcomes and in the relationship of student learning outcomes to curriculum approval, program review, and accreditation requirements; identification of the two courses in each discipline for which student learning outcomes would be developed and articulation of the rationale for selection; and progress reports on the collaborative work of the task force members with their colleagues. These activities resulted in the development and documentation of student learning outcomes for 68 courses, representing 21 disciplines. It should be noted that these results were in addition to those achieved through the ongoing student learning outcomes requirements of the curriculum approval and program review processes. (To date, student learning outcomes have been developed and documented in Academic Affairs curriculum files for a total of 283 courses.) Professional development activities included the Fall 2005 Opening Day keynote address and an assessment workshop in preparation for the Year Two goal of assessing course-level student learning outcomes.

The 2006-2007 academic year began with a workshop presented by the Student Learning Outcomes Task Force co-chairs as part of the College's Opening Day flex activities and the preparation of a Year Two Handbook, focusing on both assessment and the development of discipline/department, degree, certificate, and program student learning outcomes. The co-chairs have held monthly meetings with the Department Chairs Committee, which has become the 2006-2007 task force. Since it was determined at the first meeting that there were still numerous courses for which student learning outcomes had not yet been developed, the focus for Fall 2006 became the completion of this task, with an emphasis on the principle that assessment of the student learning outcomes should begin as soon as they are developed. A timeline for creating discipline/department, degree, and certificate student learning outcomes was established for Spring 2007, a variety of resource documents were distributed, reviewed, and discussed, and the task force hosted a presentation on assessment of course-level outcomes, from both a course and departmental perspective. Academic Senate leaders recently attended the first Academic Senate for California Community Colleges Accreditation Institute, which featured student learning outcomes as a primary focus.

Parallel to the work of the academic departments, the student and instructional support areas of the College have also been engaged in activities related to the development and assessment of student learning outcomes. In Spring 2006, all student services areas began attending retreats, workshops, and meetings devoted to the development of student learning outcomes. (For example, the Counseling Department began the process by first redefining departmental goals and objectives. Once that was done, overarching student learning outcomes were created for the department, followed by the creation of student learning outcomes for each of the specialized counseling programs.) Most student and instructional support areas now have well defined student learning outcomes and assessment measures and are beginning the actual process of assessment.

The College Services Committee, a subcommittee of the District Planning and Advisory Council, has been designated as the body to facilitate development of student learning outcomes for the College's operational services. To provide preliminary information to inform this process, this group recently completed a collegewide survey to measure user satisfaction with these services.

To implement the college's shared vision, the team recommends the college create a long-range comprehensive master plan to include instructional and student services programs, human resources, facilities, technology, and equipment. Annual efforts to improve the institution, budgets and resource development should be derived from this multi-year plan. The college must include in such an integrated comprehensive planning structure the means to evaluate the model and assure itself of the model's effectiveness. (I B; I B.3, 4, 6, 7; II A; II A.1.a; II A.2.e and f; II B.3 and 4; II C; II C.2; III A.6; III B; III B.2; III B.2.a and b; III C.2; III D.1.a, b, c, d; III D.3; IV B.2.b.)

During Summer 2006, the Superintendent/President charged the District Planning and Advisory Council with the development and implementation of a new strategic planning initiative for Santa Monica College. This initiative, which will unfold over several years, is intended not only to result in the product described in this recommendation, but also to engage the college community in meaningful dialogue about strategic institutional concerns and thus create a true sense of ownership among all college constituencies of the resulting action plans. The fact that the District Planning and Advisory Council structure is now securely established seems to make the timing appropriate for this endeavor. It has been agreed that the College's current planning efforts (such as the annual update of the *Master Plan for Education*) will continue while the new process is in development.

In July and August 2006, the District Planning and Advisory Council reviewed the qualifications of several consulting firms expressing interest in providing facilitation assistance for this process and forwarded a recommendation which was accepted by the Superintendent/President. In late August, the consultants met with the District Planning and Advisory Council to begin planning for this initiative. The consultants gave a presentation at the College's Fall 2006 Opening Day convocation and assisted the Executive Vice President and the Academic Senate President (who serve as chair and vice chair of the District Planning and Advisory Council) with a strategic planning breakout session later that day. Subsequent planning meetings during Fall 2006 firmly established the role of the District Planning and Advisory Council as the steering committee to guide this initiative and created a task force to focus on effective communication to promote widespread involvement in the strategic planning process and to oversee the implementation of specific activities. The task force is composed of sixteen members, eight of them also members of the District Planning and Advisory Council and the other eight "at large" representatives selected by college constituent organizations. Faculty, classified staff, administrators/managers, and students are represented in equal numbers. Although the task force does not include in its membership Board of Trustees members or external community representatives, the communication plan for the strategic planning initiative includes regular updates at Board of Trustees meetings, interactive sessions at Board retreats, and periodic community focus groups.

The District Planning and Advisory Council has agreed upon the major focus for each of the first three years of this planning endeavor. 2006-2007 is being devoted to the identification of the College's major strategic issues; in 2007-2008, strategic goals will be developed from the issues identified; and the focus for 2008-2009 will be the development of strategic action plans to address these goals. Since the College's Student Learning Outcomes Task Force has designated 2007-2008 as the year of focus on institutional learning outcomes, it is anticipated that these two initiatives will begin to merge at that time. A review and, if appropriate, revision of the Col-

lege's mission statement is also planned for late Spring 2007. This activity is consistent in timing with the process that occurs periodically through *Master Plan for Education* updates.

The Strategic Planning Task Force held its first meeting in early Spring 2007 and is currently engaged in surveying the college community to identify key strategic institutional issues, using a list developed through a Fall 2005 Opening Day staff development activity to provide examples. Based upon the results of this survey, another survey will be administered to begin prioritization of the issue "clusters" developed through task force analysis of the results of the first survey. A collegewide strategic planning forum is planned for May 2007 to gain further input, and the task force will then prepare a final set of strategic issues to be reviewed by the college community and recommended through the District Planning and Advisory Council to the Superintendent/President.

The team encourages the college in the strongest terms possible to pursue strategies that will result in a financial system that will produce clear, reliable, timely, and transparent reports in which all constituents can have full faith and confidence. (III D.2.b.)

At a recent (February 2007) meeting, the Budget Planning Committee, composed of representatives of all constituent groups, unanimously approved a motion of commendation of the College's Fiscal Services staff for the timeliness, accuracy, clarity, and transparency of the fiscal information provided to the committee during the 2006-2007 fiscal year. A far cry from the sentiments expressed in the 2004 accreditation self-study, this is perhaps the most compelling indication of the considerable efforts devoted to addressing this recommendation. In addition to hiring additional Fiscal Services staff, the College established new goals to promote trust in the reporting of fiscal data.   Specific efforts have included:

- New policies, procedures, and forms to make the financial process easier to understand;
- More timely distribution of budgetary reports to departments to enable better planning and monitoring throughout the year;
- Development and implementation of new policies and procedures to decrease processing time on requests and to improve the response time to questions posed by constituent groups;
- Membership and regular participation of the Director, Fiscal Services on the Budget Planning Committee to improve its functionality through direct and timely responses to questions regarding financial data;
- Creation of a set of scenarios to explain the relationship between FTES and funding to provide the college community with a better understanding of enrollment and funding strategies;
- Implementation of a month-end closing of the financial records to improve the accuracy of the data used in financial reports;
- Changes in the format of budget reports to focus on more detailed explanations of data; and
- External validation as a result of two "perfect" (free of fiscal findings) independent annual audits (for fiscal years 2004-2005 and 2005-2006), achieved through enhanced

allocation of resources to the Fiscal Services area and improved communication among all related college units.

The team recommends the college consider establishing a reserve for contingency sufficient to maintain stability and meet financial emergencies and unforeseen occurrences. (III D.1.c, III D.2.b.)

In 2002-2003 the District had a $1,862,057 contingency reserve equal to approximately 1.78% of expenditures, thus falling well below the 5% reserve recommended by the California Community Colleges Chancellor's Office. Since that time, the District has made great strides in establishing a reserve for contingency sufficient to maintain stability and meet financial emergencies and unforeseen occurrences. For the last three years, the contingency reserve has exceeded 5% of expenditures, and current year projections indicate that this will once again be true for 2006-2007. In 2003-2004, the contingency reserve was $6,834,088 or 7.04% of expenditures; in 2004-2005, it was $5,586,996 or 5.24% of expenditures; and in 2005-2006, the fund balance was $8,385,633 or 7.47% of expenditures. The 2006-2007 adopted budget projects a contingency reserve of $7,389,879 or 5.81% of expenditures, with a recently updated (at the second quarter) projected reserve of $11,097,307 or 8.85% of expenditures.

To ensure the economic viability of the institution, the team recommends the college must focus on developing and implementing the enrollment recovery plan, while concurrently developing the specific contingency plans to address alternative enrollment and economic scenarios. **(Standard III D.1.c, III D.2.b)**

The College's goal for 2004-2005 of achieving enrollment growth to the level of the 2002-2003 base created an ambitious target of producing growth of approximately 6000 FTES over that reported in 2003-2004. An FTES goal of 2500 was set for Summer 2004, with the remaining growth in FTES to be accomplished in the fall and spring semesters and winter intersession.

Implementation of the enrollment recovery plan involved participation of the entire college community, but relied primarily upon a seamless collaboration among the Enrollment Services, Counseling and Retention, Academic Affairs, and Information Technology areas of the College. Central to this plan was the establishment of the Welcome Center—a "one-stop" center that provides new students with a wide range of services, including admissions, counseling, financial aid, registration assistance, and payment of fees. In addition to the Welcome Center, several other innovative strategies were developed or refined to maximize the College's restoration efforts:

- The "Fantastic Fridays" program—an outreach program that brings local high school applicants for fall admission to the campus for assessment, a meeting with a counselor, and a campus tour—was expanded to five days per week.
- The Outreach Office enhanced its communication plan for recruited students.
- The Application for Admission was redesigned to be more user-friendly, the Admission letter was revamped to provide more information and clearer direction on next

steps for new students, and the Admissions website was updated and expanded to provide better information and feedback for new and prospective students.

- Students who had applied for admission in Fall 2003 or Spring 2004, but had not enrolled, were informed via e-mail that the College had restored its course offerings and were invited to "give SMC another try."
- The College's High School Dual Enrollment Program was reinstated.
- The enrollment calendar was revised significantly to create longer registration periods for each semester/session and allow students to commit to the College and make their course selections earlier. Summer 2004 enrollment began about two weeks earlier than in prior years, and Fall 2004 enrollment began well over a month earlier. The calendar was further revised to allow for enrollment to begin simultaneously for inter-sessions and semesters (Winter/Spring, Summer/Fall).
- Enrollment after the beginning of a semester or session was simplified through an automated system making use of instructor approval codes to override the block on enrollment that formerly required an instructor's signature to approve adding a class. This minimizes the need for students to stand in lines to complete the enrollment process by allowing them to add classes at any computer with internet access or at any touch-tone telephone.

Great care was taken to ensure that intense student recruitment activities did not in any way compromise the College's dedication to the goal of student retention and success. A newly implemented assessment policy that requires all students to be assessed in both math and English or ESL by their second semester or seventh unit, whichever comes first, allows for better placement in skill-appropriate courses. Students who complete the assessment process prior to their assigned enrollment dates have the opportunity to enroll earlier upon the recommendation of a counselor.

The Academic Affairs Office revised its operational procedures to implement a scheduling process more immediately responsive to student need:

- The revised enrollment calendar facilitated early identification of scheduling adjustments required by enrollment trends, particularly with regard to numbers of course sections needed for the various levels of English, ESL, mathematics, and other disciplines with sequential courses. For example, when assessment results for new students dictated a larger proportion of developmental English and math sections than in past semesters, it was possible to create additional sections before all existing sections had closed.
- In addition to its student services functions, the Welcome Center served as a communications hub to inform Academic Affairs of enrollment trends and resulting schedule adjustment needs in a timely manner.
- The "View Open Classes" feature of the college website was revised to include a beginning section devoted to newly created course sections. Daily enrollment figures demonstrate that students find this feature, which is updated twice daily, particularly helpful.

Although slightly below the goal, the 2250 FTES produced in Summer 2004 was encouraging, given the disadvantage of drawing upon a smaller number of continuing students than in previous summers. Likewise, the Fall 2004 opening day FTES projections indicated that the College was well on its way toward achieving its goal. However, it became clear at the fall census that the great efforts to encourage early registration and to accommodate students by adding sections of impacted courses prior to the beginning of the semester had resulted in a severe decline in the enrollment gains generally accomplished through the add/drop process during the first two weeks of the semester. Late-start fall sections were added, and winter intersession and spring course offerings were increased beyond original plans. Special recruitment efforts were targeted at students who had applied for admission, but had not registered for courses, and students who had registered in, but dropped, fall course sections. In the end, the Fall 2004 semester produced approximately 1150 more FTES than Fall 2003, but about 600 FTES less than Fall 2002.

At this point, the need to shift to a two-year enrollment recovery plan model became apparent. Consistent with the statewide trend toward lower or flat community college enrollments, Winter 2005 and Spring 2005 produced results similar to those in Fall 2004. Although the College managed to restore an impressive 5315 FTES for 2004-2005, it had to resort to FTES "borrowing" from Summer 2005 in order to maintain its funding base for 2005-2006. While recognizing the tremendous accomplishment of achieving most of its ambitious FTES recovery goal in an environment of sluggish community college enrollments, the College acknowledged the daunting task ahead of maintaining the pressure to refine, enhance, and build upon the strategies that were successful in 2004-2005 to attempt complete recovery during the 2005-2006 academic year.

Unfortunately, 2005-2006 proved to be an even more challenging year for enrollment than 2004-2005. Beyond the external environment in which the entire community college system was experiencing a significant enrollment decline, Santa Monica College was dealing with several internal conditions that became deterrents to increasing enrollment. Timing of ongoing construction projects created a temporary, but significant reduction in the number of available classrooms on the main campus, and access issues with the cities of Santa Monica and Los Angeles for the College's new Bundy Campus placed severe limitations on the use of a new facility intended to mitigate this temporary loss of classrooms. In addition, the College lost the use of the Santa Monica Airport shuttle parking lot that had served as a long-time solution to the parking shortage and traffic congestion on the main campus and struggled with the task of redirecting students to temporary, less convenient parking alternatives, often with inadequate time for effective communication strategies prior to the beginning of semesters and intersessions. These conditions obviously worked against enrollment recovery strategies and resulted in a slight decline in FTES for 2005-2006. Therefore, the College once again found itself in the position of choosing between increasing the amount of FTES "borrowing" or suffering a decline in base funding for 2006-2007.

When the new Superintendent/President arrived in February 2006, he immediately identified enrollment recovery as paramount among the many issues the College was facing at the time. He charged the senior administrative staff with the development of various scenarios to inform both short-term and long-term planning regarding enrollment and its direct relationship to the institution's fiscal health and asked the District Planning and Advisory Council to begin developing recommendations based upon the data provided. The March 2006 Board of Trustees Retreat fea-

tured presentation of historical enrollment and fiscal data and projections based upon various enrollment and funding assumptions for future years. Vigorous debates of various scenarios within the Budget Planning Subcommittee and the District Planning and Advisory Council itself resulted in a recommendation from the Council that the College proceed with "borrowing" from Summer 2006 the amount of FTES necessary to maintain base funding for 2006-2007, but that a plan be developed for reduction of summer FTES "borrowing" over time.

In addition to these fiscal planning efforts, the Academic Senate, the District Planning and Advisory Council, and the Academic and Student Affairs areas of the College engaged in the development of new strategies to stimulate enrollment. Among the new initiatives implemented for 2006-2007 were:

- VIP Welcome Day was instituted as an annual event for welcoming new students to the College each fall. Students, along with their friends and family, are invited to this collegewide event designed to acclimate students to college services and create an initial connection to the College.
- The Outreach Office, in conjunction with Financial Aid, added more Financial Aid workshops at area feeder high schools.
- SMC began hosting "Cash for College" events for students from area high schools and their families to demystify the financial aid process and assist with FAFSA applications.
- "Financial Aid Awareness Day," a program to increase participation in financial aid programs, was instituted to assist continuing students each spring with financial aid applications and provide answers to questions during the application period. The goal is to increase student awareness about available sources of funding and to assist with early application.
- The interface for the online enrollment system was changed to facilitate the enrollment process.
- The fee payment policy was changed to give students more time to pay enrollment fees, thus allowing more students to enroll early.
- The student communication plan was expanded to include e-mail, telephone (through new technology), and direct mail pieces to keep students well informed throughout the enrollment cycle. Communications included reminders about upcoming deadlines, invitations to meet with counselors, and updates about parking and transportation services.
- The College initiated a program to enable the online purchase of parking permits—a process that formerly required students to come to campus and brave long lines.
- To improve access, the enrollment period was further extended to accommodate a schedule adjustment period through the evening before the second class meeting.
- To compensate for the temporary reduction in the number of available classrooms on the main campus, the course offering during the Student Activity Hour was expanded.
- Evening, Weekend, and Online courses were marketed differently through the creation of a mini-schedule used to promote these opportunities to students who were employed full-time.

- The Emeritus College implemented telephone registration, making the enrollment process convenient and easy to use from remote sites.
- Outreach services were expanded to include regular visits to area continuation and alternative high schools.

In June 2006, the District entered into an instructional services agreement with the Compton Community College District to provide instruction for two Summer 2006 intersessions at Compton Community College, as that institution awaited a decision on its appeal of termination of accreditation. In order to ensure that this outreach to the students at a sister institution in a time of need did not create a negative fiscal impact on SMC, the College negotiated a financial arrangement that guaranteed a minimum of the funding for 500 FTES in exchange for these instructional services. This arrangement added a new component to the College's ongoing long-term discussions regarding FTES revenue strategies and thus resulted in the development of a myriad of multi-year (through 2008-2009) enrollment/funding scenarios. These have been discussed at all levels of the College's governance structure, but particularly within the District Planning and Advisory Council and its Budget Planning Subcommittee. In November 2006, the District Planning and Advisory Council recommended one of these scenarios, and the College is proceeding with this recommendation. However, this FTES revenue scenario will need to be matched with an expenditure plan to assure its viability. The Budget Planning Subcommittee has begun this planning effort, and expenditure scenarios are being developed to guide this process.

An administrative reorganization implemented in January 2007 created a new Vice President, Enrollment Development position to head a new college division charged with centralizing services directly related to new students and the marketing of student programs. The name of this new division intentionally signals a shift in perception from "enrollment recovery" as a short-term initiative to address the College's 2003-2004 enrollment decline to a reality of "enrollment development" as a long-term initiative to ensure the institution's fiscal viability. The first major initiative of this division is the redesign of the college website, now the central component of college communication with students. Parallel to this effort is the implementation of a transportation plan developed through the Planning and Development division to address the College's serious parking and traffic congestion issues, known to be major barriers to student enrollment and persistence.

At this time, there is cautious optimism for the College's future in terms of student enrollment. 2006-2007 enrollment figures indicate a slight resurgence of enrollment demand, particularly in Winter 2007 and Spring 2007. The instructional services agreement with the Compton Community College District resulted in about 700 FTES (200 FTES more than the minimum guarantee), thus providing the College with a bit more flexibility in the implementation of its FTES plan. Although the new state funding formula implemented this year through SB 361 does not provide particular benefit to Santa Monica College, the large amount of one-time funding for 2006-2007 is enabling the College to implement a number of initiatives, such as the website redesign, that should directly contribute to meeting its enrollment goals. Most important, enrollment development is widely accepted within the college community as the institution's central initiative and one that requires planning that is continuous and responsive to actual enrollment experience and any state funding changes that may occur.

The team recommends the college clarify, develop, document and regularly evaluate the roles of individuals and constituent groups in college governance and decision-making structures and processes to ensure their effective participation and communicate the processes and outcomes to the college community as the basis for continued improvement. **(Standard IV A.1, 2, 3, and 5)**

During the March 2004 accreditation visit, team members observed a meeting of the College-wide Coordinating Council in which a portion of the meeting was devoted to the ongoing process of evaluating its functions and its relationships to other college planning committees, the Budget Committee in particular. These difficult discussions continued over the next two months, with a growing dissatisfaction of members in the lack of progress and an accompanying deterioration in effective and collegial communication. In June 2004, the Academic Senate unanimously approved a resolution suspending participation of its members in the Collegewide Coordinating Council and its "subsidiary organs" (such as the Budget and District Technology committees), but agreeing to future participation in a collegewide planning committee when such a body is "established by the District Board of Trustees, based upon mutual agreement among the Administration, Academic Senate, Classified Senate, Faculty Association, California State Employees Association Chapter 36, and the Associated Students." Although meetings of the Collegewide Coordinating Council were held during June and July to review the annual update to the *Master Plan for Education*, a quorum was not achieved for any of these meetings.

During Summer 2004, the Superintendent/President agreed to a proposal made by the Academic Senate leadership that an *ad hoc* workgroup be formed to develop a new planning and governance structure for the College. It was further agreed that the Superintendent/President and the Academic Senate President would serve as co-chairs for the workgroup; that the workgroup would include faculty, administrators, classified staff, and students; and that an external facilitator would be hired to lead the activities and enhance communication among the participants. With the assistance of the facilitator, the following charge was developed for the workgroup, with a December 2004 goal for completion:

- Creating a vision for college governance structures that will enhance the effectiveness of institutional planning;
- Identifying and addressing the challenges to create effective structures;
- Determining the breadth of work and a timeline; and
- Determining next steps, roles, and responsibilities.

The first meeting of the workgroup illustrated the difficulty of the task ahead, with initial disagreement over the numbers of representatives of each of the constituent groups and how those representatives should be appointed. (Eventually, the workgroup comprised six representatives each of faculty, administration, classified staff, and students.) The workgroup established ground rules for its operations and communication and formed six subcommittees representing specific areas of planning—instruction, student services, human resources, budget, facilities, and technology—to examine the needs of these individual areas and formulate recommendations on how best to integrate them. Each subcommittee included representatives of all constituencies and held open focus group meetings to gather information from the college community to use in preparing a report back to the workgroup. Although many of the focus group meetings were not well attended, each subcommittee gathered information and presented a report to the workgroup. From

these reports, each subcommittee developed three major recommendations, and these formed the basis for a series of issues on which the workgroup would attempt to develop consensus.

The workgroup made fitful progress during October and early November, narrowing the issues for which there was no consensus down to a few—equal representation of all constituencies on a collegewide planning council and other planning committees, numbers of representatives on the various committees, who would chair a collegewide planning council and other planning committees, and communication of recommendations to the Superintendent/President and the Board of Trustees. At the November 30, 2004 meeting of the workgroup, the Academic Senate, in an effort to accelerate the process, proposed a Board Policy establishing a collegewide planning committee called the District Planning and Advisory Council (DPAC). The proposed policy, with some modifications from the workgroup, was presented to the Board of Trustees for a first reading at its December 2004 meeting, and a slightly modified version was approved at the January 10, 2005 Board of Trustees meeting. Board Policy 2250 states:

> *The Board of Trustees establishes the District Planning and Advisory Council. The Board recognizes the Council as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate (BP 2210), Classified Senate (BP 2220), Associated Students (BP 2230) or the Management Association (BP 2240). Issues include, but are not limited to, District budget, facilities, human resources, instruction, student services and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.*

> *The District Planning and Advisory Council shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff (Classified Senate and CSEA), students (Associated Students) and management (Administration/Management Association), who shall mutually agree upon the numbers, privileges, and obligations of Council members. The District Planning and Advisory Council shall establish its own procedures in conformity with the law.*

At the last meeting of the Governance Structure Workgroup in January 2005, Academic Senate representatives presented for discussion a governance structure proposal in which membership on the District Planning and Advisory Council would be based upon leadership of or participation in three new or reinvented district planning committees—Budget and Human Resources Planning, Facilities Planning, and Technology Planning—and three Academic Senate Joint Committees—Curriculum, Program Review, and Student Affairs, with the Superintendent/President or designee chairing the Council and the Academic Senate President serving as vice chair. Although representation on the Council from the three district planning committees would be equal among the four constituencies (faculty, classified staff, administrators, and students), representation from the Academic Senate Joint committees would include only the faculty and administrators who serve as chair or vice chair of those committees. Objections raised by workgroup members regarding inequality of representation were partially addressed through consensus on a modification of the proposal to include two "at large" members—a classified staff member and a student—on the Council. At the conclusion of the meeting, the workgroup

reached consensus (defined by the facilitator as "nothing you can't live with") on the proposed structure.

The Interim Superintendent/President communicated his approval of the Governance Structure Workgroup product to the college community, but the classified staff organizations and the Faculty Association raised objections to the proposed structure. The classified staff organizations indicated an unwillingness to support any structure that would not result in equal representation of all constituencies on the District Planning and Advisory Council. The Faculty Association asserted that the "mutual agreement" statement of the Board Policy was in reference to all constituent organizations and that the Governance Structure Workgroup had gone beyond its authority in recommending a specific planning structure. (Although the workgroup had included representation from all constituencies, it did not have specific representatives from all constituent organizations.)

The Interim Superintendent/President then convened a group, consisting of the presidents and two other representatives of each constituent organization, to discuss the issues and recommend a planning structure. This group met twice to discuss several alternative structures and modifications of the Governance Structure Workgroup proposal. At the conclusion of the second meeting, consensus was reached on presenting to the constituent organizations a modification of the workgroup proposal—adding a separate Human Resources Planning Committee with representation on the District Planning and Advisory Council and specifying a voting structure limiting each constituency to two votes, regardless of the number of representatives on the Council. Mutual agreement was achieved on this modified proposal, and the first meeting of the District Planning and Advisory Council was held on April 21, 2005.

Although the Spring 2005 meetings of the District Planning and Advisory Council were colored by some degree of skepticism among participants, these meetings were well attended, and communication was, for the most part, collegial. The initial focus of meetings was clarification of the organizational structure, particularly defining charges for the Budget Planning, Technology Planning, Facilities Planning, and Human Resources Planning subcommittees. Additionally, the Council debated and eventually approved a proposal for the formation of a fifth subcommittee—College Services Planning. Toward the end of Spring 2005, the Council began to shift its focus from organizational matters to discussion of actual planning issues, including enrollment recovery initiatives for 2005-2006 and the annual update of the *Master Plan for Education*.

As the 2005-2006 DPAC Annual Report illustrates, the first full year of the Council's existence proved to be quite successful in terms of developing substantive recommendations on important college planning issues. Early in the year, the Council agreed upon operating procedures to be codified through administrative regulation, and this facilitated a shift in the focus of the Council to consideration of collegewide issues. Among the issues for which DPAC developed recommendations in 2005-2006 were redesign of the college website, relocation of the Superintendent/President's office to the main campus, facilitation of college communication by the Superintendent/President, the number of full-time faculty members to hire for Fall 2006, summer "borrowing" of FTES, analysis of college expenditures, and hiring of classified staff members. The Council also completed and approved the 2005 *Master Plan for Education* update and began development of institutional objectives for 2006-2007. Topics for 2006-2007 recommendations

have included initiation of a strategic planning initiative, a consultant to assist in strategic planning, offering of courses during the Student Activity Hour, and reporting of the FTES generated through the Summer 2006 instructional services agreement with the Compton Community College District. The 2006 *Master Plan for Education* update was also completed and approved.

At this time, it seems that the District Planning and Advisory Council planning structure is adequately addressing the intent of this recommendation of the 2004 Visiting Team. The Council has met regularly since its formation, and participation has been consistently good. (There has never been a lack of quorum for a meeting.)   Although some of the subcommittees have found their "niche" more quickly and are therefore more active than others, all of them are meeting and providing periodic reports for the Council. (Most active in terms of bringing forward recommendations have been the Budget Planning and Technology Planning subcommittees.) The liaison function of the representatives of Academic Senate joint committees has been consistently helpful in planning discussions. From its inception, the Council has endeavored to communicate its discussions and actions to the college community as effectively as possible. Agendas and minutes are distributed well in advance of meetings and posted on the college website, meetings operate according to Brown Act requirements, including providing an opportunity for public comments, and an annual report of all actions and discussion items is prepared and distributed.

Although participants share a generally positive view of its accomplishments to date, it is important to note that the District Planning and Advisory Committee is still evolving. Although the initial air of skepticism has disappeared, old issues of trust resurface at times. Occasional areas of disagreement surrounding Council operations include institutional vs. operational planning issues, reaching consensus vs. voting, and differing expectations regarding the Superintendent/President's form of response (written, verbal in person, verbal through a designee, etc.) to DPAC recommendations. Although all DPAC materials are readily available through the college website, there has been concern expressed about how few members of the college community avail themselves of these resources. However, the fact that all of these issues have been openly acknowledged and discussed at meetings would seem to indicate that they will be resolved as the structure continues to mature.

The team recommends that the college develop and implement concrete strategies and processes to improve communication and professional relationships in order to create a campus climate characterized by collegiality and mutual respect. **(Standard IV A.1 and 3)**

Progress toward accomplishment of the goal expressed in this recommendation is very difficult to measure, but most would agree that the College has made substantial progress toward improving communication and professional relationships among its various constituencies over the last three years. For the period of time immediately following the 2004 accreditation visit, a curious dichotomy existed at Santa Monica College. While faculty and staff pulled together to work tirelessly, effectively, and enthusiastically to support the implementation of the College's enrollment recovery plan and monitor its results, college leaders continued to engage in passionate, and often bitter, disagreements about a planning and governance structure for the institution.

The Governance Structure Workgroup—an institutional initiative intended to address both this recommendation and the planning recommendation of the accreditation team—had an unlikely beginning. Originating as a proposal of the Academic Senate leadership to address the Academic Senate's resolution to withdraw participation of its members from the Collegewide Coordinating Council and other district planning committees, this partnership between the Academic Senate and the administration to collaborate on addressing some of the College's most difficult issues was indeed a "leap of faith" at the time.

Developing the Governance Structure Workgroup framework together and working cooperatively through the high and low points of its existence dramatically improved the relationship between the Academic Senate and the administration. That process was characterized by collegial discussion and resolution of areas of disagreement and the joint development of creative solutions to challenges along the way, both inside and outside the workgroup's operation. For example, the Academic Senate brought forward the dilemma of its desire to proceed with recommending new full-time faculty positions for Fall 2005 in a timely manner without violating its resolution not to participate in the Collegewide Coordinating Council, the body designated through administrative regulation to manage this process. The Superintendent/President agreed to a one-time *ad hoc* process in which a group of faculty members appointed by the Academic Senate President and instructional and student services deans appointed by the Superintendent/President would be assembled to recommend a ranking of requests for new full-time faculty positions. When the process proved successful, the Superintendent/President and Academic Senate leaders agreed to use it as the basis for a permanent process which is now codified through administrative regulation.

Ironically, the workgroup initiative did not improve—and probably even eroded—relationships with and among other constituent organizations over the same time period. Classified staff representatives expressed the belief that they have not been equal partners in planning and governance processes, and there was, at times, tension between the Academic Senate and the Faculty Association, which did not have specific representation on the workgroup. Student representatives felt torn by the attempts of other constituent groups to influence them. These tensions fueled the growing impatience and frustration on the part of faculty members and administrators that the prolonged discussions were delaying college planning at a particularly crucial time.

Despite the messiness of this process and the ill feelings it created temporarily, college leaders were forced to face and attempt to address difficult institutional problems and challenges—literally "the good, the bad, and the ugly." The seeking of alliances between and among groups that normally had limited communication created opportunities for a sharing of perspectives that would not have occurred under other circumstances. It is now apparent that the knowledge gained provided a foundation for enhancing communication within the planning and governance structure that eventually emerged.

As detailed in the response to the planning structure recommendation, communication within the District Planning and Advisory Council and its various subcommittees was generally collegial and respectful from the outset and has continued to improve as the new structure evolves. However, consistent underlying tension existed over the lack of resolution of the District's contracts with both the Faculty Association and CSEA. Negotiations between the District and CSEA were

finally completed, and the 2003-2006 CSEA contract was adopted July 12, 2005. This triggered hope and even expectation that the faculty contract would be settled soon thereafter, but those protracted negotiations were destined to continue for more than a year.

In February 2006, the new Superintendent/President received a warm welcome from the entire college community, but this "era of new beginnings" was tempered by an undercurrent of tension and pressure surrounding the unresolved faculty contract. In mid-April 2006, Santa Monica College was contacted by the Compton Community College District in regard to providing instruction for two Summer 2006 summer intersessions at Compton Community College, while that institution awaited a decision on its appeal of termination of accreditation. While there were numerous obvious reasons not to undertake such an ambitious initiative at that particular point in time, the College agreed to consider this request, and the consultation and planning processes that followed were not only effective in terms of implementing this initiative, but also served to set a standard for future collaborative planning efforts within the College. The Superintendent/President asked Academic Senate leaders to determine the level of faculty support for providing this assistance to Compton Community College and to commit to taking a leadership role should the decision be to proceed with the initiative. The Academic Senate leaders accepted this challenge and, after participating in a series of meetings with Compton Community College faculty, the Academic Senate recommended to the Superintendent/President that the College proceed with the initiative. As documented in the substantive change proposal approved by the Accrediting Commission in June 2006, this initiated a series of complex curricular actions that required a major commitment of time and energy on the part of the faculty department chairs, the Academic Senate Joint Curriculum Committee, and the Academic Senate, as well as contractual issues that required reaching agreement with the Faculty Association. These tasks were completed over a very short period of time, as the District worked out the terms and conditions of the instructional services agreement with the Compton Community College District and the Chancellor's Office. United through a commitment to the objectives of ensuring academic quality and protecting the College from any negative fiscal impact, faculty and administration accomplished both the planning and the successful implementation of this initiative in a spirit of true partnership.

Near the beginning of the Fall 2006 semester, the District and the Faculty Association agreed to participate in "marathon" negotiations sessions over a defined period of time to achieve settlement of the faculty contract. For these sessions, the District changed the membership of its team to include the Superintendent/President and the Executive Vice President, and the Board of Trustees appointed two of its members to serve as non-participating observers of the process. In one seven-hour session on September 6, 2006, agreement was reached for the 2004-2007 faculty contract. Taking care of this last bit of "old business" seems to have removed the last remaining barrier to shaping a new culture and working relationship among college constituencies, and the leadership of the Board of Trustees and the Superintendent/President is perceived as positive in support of collegial participation in college governance processes.

As stated in previous responses, the District Planning and Advisory Council has made great strides toward becoming a true long-range planning entity with a structure supported by active subcommittees for specific planning areas. The relationship between the Academic Senate and the administration is evolving into a true partnership in terms of both process and results.

Through such initiatives as the establishment of the Academic Senate Enrollment Recovery Task Force and the launching of a "People's Campaign" to encourage more direct faculty participation in student outreach and recruitment activities, the Academic Senate is playing a leading role in both the planning and implementation of the College's enrollment development efforts. The weekly meetings of the Academic Senate leaders and college vice presidents have been particularly productive in addressing collegially both short-term and long-term planning issues. From agreeing to a revised routing process to resolve issues of communication related to the approval process for administrative regulations dealing with academic and professional matters to the launching of an ambitious strategic planning initiative, there has been dramatic improvement in both the collegiality of the process and the timely implementation of results, particularly in comparison to what the visiting accreditation team observed in 2004. Negotiations between CSEA and the District have begun, and participants have observed a perceptible improvement in communication style and tone over past experiences. As the Faculty Association and the District begin the negotiation process, representatives of both have indicated a desire to avoid the unpleasant, protracted nature of the last set of negotiations. In general, there is a growing optimism that the hope inspired by these "new beginnings," will develop into a commitment from all to maintain a positive spirit of collaboration and continue efforts to improve communication between and among all college constituencies to achieve the college goal of creating a "community of mutual respect."

Many of the planning issues identified through the 2004 Accreditation Institutional Self-Study were addressed through the responses to the recommendations of the 2004 Visiting Team. The following statements (organized by college goals) summarize the response to other self-identified planning issues that have been completed, resolved, or substantially addressed since the 2004 accreditation visit:

GOAL 1: STUDENT SUCCESS

The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.

Standard I: Institutional Mission and Effectiveness

✦ *(IA.1) The Vice President of Academic Affairs, the Vice President of Student Affairs, and the Associate Vice President of Planning and Development will coordinate a systematic review to track the unintended effects of reductions in service (e.g., changes in persistence and graduation rates, degrees awarded, and availability of tutoring and counseling appointments) for use in future decision-making. (Academic Affairs, Student Affairs, Planning and Development)*

These types of student achievement data are regularly used as a basis for instructional, student support services, and learning resources planning.

Standard II: Student Learning Programs and Services

✦ *(IIa.1a) Academic and Student Affairs will review the interventions and strategies that have been pilot tested and will implement those that are feasible in the current economic environment. (Academic Affairs, Student Affairs)*

The Academic and Student Affairs areas regularly collaborate on the development, review, and implementation of interventions and strategies. The most notable recent example is the development and implementation of the Welcome Center and related student support initiatives through the College's enrollment development efforts.

✦ *(IIa.1a) The Counseling Department, Office of Institutional Research, and the Academic Senate Joint Student Affairs Committee will study the effect of the newly adopted regulation applied to probationary and disqualified students and review the enrollment priority of first-time college students. (Student Affairs, Academic Affairs, Planning and Development)*

The effects of this new regulation are being monitored, and the College recently revised both the Board policy and administrative regulation governing enrollment priority.

✦ *(IIA.1b and IIA.2d) The Academic Senate Joint Distance Education Committee will administer a faculty survey and develop an evaluation for the selection of course delivery systems that meet compliance standards. (Information Technology, Planning and Development, Student Affairs)*

During Fall 2006, the Academic Senate Joint Distance Education Committee determined that, in order to address these specific issues, a special subcommittee was needed to focus exclusively on this task. Phase One of this task, which is currently underway, is to create an initial survey to be distributed to all Distance Education faculty during Spring 2007. This survey will include a list of user needs (tools and products) for both faculty and students to ensure a reliable course delivery process. Phase Two will determine if the proposed course management system (CMS) products are fiscally feasible, interface effectively with the District's technology infrastructure, and meet all accessibility guidelines and compliance standards.

✦ *(IIA.1b and IIA.2d) The Office of Planning and Development will bring together the appropriate constituents to develop strategies to address the high probationary rate and include them in the College's application for federal Title V funding. (Planning and Development, Academic Affairs, Student Affairs)*

Strategies to address the high probationary rate were used as the primary focus for the College's successful application for a Title V grant.

✦ *(IIA.1c, IIA.2f, and IIA.2g) The English and ESL departments, with the assistance from the Office of Institutional Research, will conduct a study to determine the value and validity of the common essay exam. (Academic Affairs, Planning and Development)*

Both the English and ESL departments have been engaged in re-examining B-level course objectives and defining learning outcomes. In Fall 2005, the ESL Department conducted a survey of faculty and students to gain insight into how the common essay exam is regarded. Faculty in both departments have affirmed that the common essay rubric serves as a healthy and appropriate assessment tool for B-level ESL/English course outcomes, but a validity study awaits restoration of college research capabilities.

✦ *(IIA.5) The Academic Senate Joint Program Review and Occupational Education committees will establish a viable biennial program review process for vocational/occupational programs, taking into consideration industry standards and trends as well as employment data to ensure that the curriculum and programs provide students with the skills necessary for employment and employment retention. (Academic Affairs)*

The biennial program review process for vocational/occupational programs has been developed and implemented.

✦ **(IIA.6b) The offices of Student Affairs and Academic Affairs will assess the effective-
ness of the methods used in assisting students displaced by program discontinuance.
(Student Affairs, Academic Affairs)**

Students who were enrolled in the programs that were to be discontinued at the end of Summer
2003 received two letters—the first one in March 2003 and the second in May 2003— from the
Dean, Counseling and Retention. Both letters invited the students to make an appointment with
specific counselors assigned to work with students in particular programs. Counselors were in-
structed to address any concerns of these students, as well as to help them determine their op-
tions for completing any remaining requirements for their degree or certificate. Many students
took advantage of the invitation to meet with a counselor, and most of those wishing to do so
were able to complete their degree or certificate requirements, either at Santa Monica College or
another local community college.

✦ **(IIB.2) Academic Affairs and Student Affairs will rethink the organization and con-
tent of the college catalog—in both its printed and online formats—and review and re-
vise, as appropriate, the annual process for updating information. (Academic Affairs,
Student Affairs)**

The College is currently in the process of completely redesigning both the printed and online
formats of the college catalog. During 2006-2007, the focus is on reviewing the information
stored in WebISIS, the College's administrative computing system, to ensure its accuracy and on
technological improvements to support future updating of this information.

✦ **(IIB.3c) The Offices of Student Affairs and Academic Affairs will evaluate the impact
of the SCORE Program on student academic performance and retention and explore
ways to apply this approach to other groups of students. (Student Affairs, Academic Af-
fairs)**

The SCORE program was a faculty-driven initiative created to bring together English, math, and
Counseling faculty to discuss teaching strategies and techniques to enable better instruction for
basic skills students. Respondents to a Spring 2004 program evaluation reported that, while the
program offered opportunities to share and discuss pedagogical strategies with colleagues, a sig-
nificant majority felt that it should move beyond its professional development emphasis and de-
velop true learning communities. This desire was realized when the College was awarded a Title
V grant in Fall 2004.

✦ **(IIB.3c) The Office of Student Affairs will evaluate the impact of the Student Success
Project Probationary Student Orientation implemented in Summer 2003. (Student Af-
fairs)**

The Student Success Project Probationary Student Orientation program was so successful that,
upon completion of the grant, the College institutionalized the effort and renamed it "Back to
Success." As a result of this and other efforts to reduce the probationary student population, our
most recently measured probationary rate was at an all-time record low of 13.8% for continuing
students and 13.5% for first-time freshmen.

✦ *(IIB.3e) The Assessment Center will complete a second disproportionate impact study for English, ESL, and mathematics tests. (Student Affairs)*

A disproportionate impact study was conducted in Fall 2006 for mathematics when Santa Monica College applied for renewal to use COMPASS for algebra and geometry as a locally managed instrument. A consequential validity study, which included disproportionate impact analysis was conducted for English in Fall 2005 and for ESL in Spring 2005. As a result of these efforts, the College recently received approval from the Chancellor's Office to use COMPASS as a locally managed test through 2013.

✦ *(IIB.3e) The Assessment Center will conduct a criterion-related validity and a predictive validity study of current ESL cutoff scores to improve placement accuracy. (Student Affairs)*

The ESL consequential validity study was conducted in Spring 2005, and new cut scores were established. The ESL Department approved the new cut scores in Fall 2006, and implementation is pending.

✦ *(IIC.1) The academic departments will address the cross-discipline tutorial needs for course-related assignments (e.g., nursing students needing math tutoring, history students needing writing assistance). (Academic Affairs)*

✦ *(IIC.1) Tutoring Coordinators will investigate means of dissemination of tutoring information to all students and faculty. (Academic Affairs)*

✦ *(IIC.1) The College will implement the Collegewide Coordinating Council recommendations related to tutoring, when feasible. (Academic Affairs)*

✦ *(IIC.1) The College will appropriately staff and organize the tutoring labs when the budget improves. (Academic Affairs, Human Resources)*

A tutoring workgroup, consisting of tutoring coordinators and department chairs or managers with tutoring responsibilities, was formed during Spring 2006 to address these four planning issues, as well as other issues identified through the *Master Plan for Education*. Because of the decentralization of the College's tutoring programs, this was the first time these employees had actually met together. The workgroup reviewed current tutoring services, practices, staffing patterns, and procedures in each area, as well as training each area provided to student tutors. A shared electronic document repository was created in which coordinators can post materials to share with their colleagues, decreasing duplication of effort. The group discussed research needs to measure effectiveness of tutoring and has developed a draft list of measures which will be given to MIS to develop a computerized collection system.

✦ *(IIC.1) The College will offer Education 7 for prospective tutors. (Academic Affairs, Student Affairs)*

Education 7A, *Beginning Tutoring Training* was offered in Fall 2006 for students participating in the Title V Learning Community program.

- *(IIC.2) The Library will conduct regular user surveys as an aid to refining and planning library services. (Academic Affairs)*

The Library has conducted two user surveys since the 2004 accreditation visit, with the third scheduled for Spring 2007. Information from these surveys has been used to validate that hours of operation meet the needs of our students and to evaluate quality of service provided. Lower ratings on surveys regarding the Library's book collection resulted in a concerted effort in collection development this past academic year.

GOAL 2: ACADEMIC EXCELLENCE

The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.

Standard II: Student Learning Programs and Services

- *(IIA.2a, IIA.2b, and IIA.2e) The Academic Senate Joint Program Review and Occupational Education committees will exert pressure toward compliance with regard to biennial evaluation of occupational programs. (Academic Affairs)*

The biennial program review process for vocational/occupational programs has been developed and implemented.

- *(IIC.1) The College will address Library staffing and increase the materials budget as soon as fiscally possible. (Academic Affairs, Human Resources, Business and Administration)*

The College's commitment to addressing the Library's staffing situation is evidenced by the inclusion of a new, full-time faculty librarian among the twelve new faculty positions the College will be hiring for 2007-2008. This will bring the total number of librarians up to seven. In addition, the Library's material budget has been increased each year through both District and various categorical funding sources.

- *(IIC.1b) The Library staff will provide information competency training to tutoring coordinators, academic computing instructional specialists, and computer lab personnel so that they can provide better assistance to students in conducting Internet and database searches. (Academic Affairs)*

A Tutoring Workgroup, consisting of the tutoring coordinators and their supervisors, was formed last year to discuss and address various tutoring issues. As the first step in addressing this recommendation, the Library will provide training to this group during Spring 2007 and modify the training as needed.

✦ *(IIC.1b) The Librarians will promote the curriculum development room as a venue for collaboration between discipline instructors and Library faculty to create assignments that will help develop students' information competency skills. (Academic Affairs)*

While the curriculum development room is used by librarians and faculty from various disciplines, the librarians have found more effective means to achieve this objective. The librarians work closely with the instructional faculty in preparation for their library sessions (library orientations). These meetings include reviewing the electronic databases available, how information can be retrieved from the databases, and the skills their students will acquire through the library research assignments. In addition, librarians visit specific departments and demonstrate the resources most pertinent to those disciplines.

✦ *(IIIC.1b) The District will restore the Technology Training program when it becomes feasible to do so. (Information Technology)*

Although the Technology Training program has not been reinstated in the way it previously existed, the College is taking advantage of online training modules to address some staff training needs.

✦ *(IIC.1c) Library staff will develop strategies for informing faculty and students of the full range of library services available. (Academic Affairs)*

The Library has determined that a multi-pronged marketing approach is required to inform the campus community of the full range of library services. Strategies include participation in the orientation for new faculty members, providing numerous library sessions on staff development days, informal promotion of library services during committee meetings, information on the Library webpage, presentations to departments, discussions with faculty requesting library orientations for their classes, and discussions with faculty preparing new courses for the Curriculum Committee.

✦ *(IIC.1c) The College will study the feasibility of developing online LRC resources. (Academic Affairs, Information Technology)*

Up to this point, the development of online LRC resources has been done on a case-by-case, rather than a system-wide, basis to meet the needs of distance education students. For foreign languages, a site license has been acquired for WIMBA software, which enables students to complete their lab component. For other classes, the CD-ROMs included in textbooks include links to educational tutorials and professionally-produced supplemental instructional materials. This material provides similar learning experiences to those available to on-ground students through the LRC. The College will continue to investigate online-tutorial methods and tools.

Standard III: Resources

✦ *(IIIA.1b and IIIA.1c) Human Resources will collaborate with Management Information Systems to ensure that the administration of student evaluations and the compilation and distribution of the resulting data correspond appropriately to the timetables for peer evaluations. (Human Resources, Information Technology)*

A new form for student evaluations with revised content was recently approved by the Academic Senate, and the implementation process includes establishment of timelines that correspond with those for administering peer evaluations.

✦ *(IIIA.2) The Collegewide Coordinating Council and the Budget Committee will develop scenarios and recommendations for the Superintendent/President to provide options for meeting or deferring the Fall 2004 AB 1725 Full-Time Obligation. (All)*

The College's enrollment decline in 2003-2004 resulted in a reduction in its AB 1725 Full-Time Obligation, so development of these scenarios and recommendations was unnecessary. Recent discussions of the District Planning and Advisory Council have focused on developing a means of moving from the current practice of maintaining the current number of full-time faculty members to a goal of incrementally increasing that number.

✦ *(IIIA.6) Human Resources will ensure that future contracts for grant-funded academic administrators do not include retreat rights to probationary faculty status. (Human Resources)*

The revised contract for temporary, grant-funded academic administrators does not include retreat rights to probationary faculty status.

GOAL 3: COMMUNITY OF MUTUAL RESPECT

The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.

Standard III: Resources

✦ *(IIIA.1d) The District will work with the collective bargaining units to approve and implement a Computer and Network Use Policy. (Human Resources, Information Technology, CSEA, Faculty Association)*

The District reached agreement with both the Faculty Association and CSEA, as part of the resolution of their respective contracts in 2006, on a collaboratively developed Computer and Network Use Policy. This policy has now been implemented.

✦ *(IIIA.3a and IIIA.3b) Human Resources will ensure administrative regulations pertaining to personnel are posted on the District's website and that printed copies are distributed to each college department. (Human Resources)*

Current versions of all administrative regulations are posted on the college website. Printed copies are available upon request, but the college community is being encouraged to access this information through the website because it is regularly updated to include the most recently approved versions.

✦ *(IIIA.3a and IIIA.3b) The Superintendent/President will investigate the circumstances surrounding the irregular participation of administrators on the Academic Senate Joint Personnel Policies Committee and address the issue. (All)*

The issue leading to this plan was found to be unique to the time of the institutional self-study. Administrators appointed by the Superintendent/President regularly participate on the Academic Senate Joint Personnel Policies Committee.

✦ *(IIIC.1c) The collective bargaining units for faculty and staff will complete their evaluations of the proposed Computer and Network Use Policy, so that a mutually agreeable policy can be established. (CSEA, Faculty Association, Information Technology)*

The District reached agreement with both the Faculty Association and CSEA, as part of the resolution of their respective contracts in 2006, on a collaboratively developed Computer and Network Use Policy. This policy has now been implemented.

Standard IV: Leadership and Governance

✦ *(IVB.1a, IVB.1b, and IVB.1c) The District and CSEA will develop a mutually agreeable way to address the issues related to SB 235. (Human Resources, CSEA)*

The Classified Senate became inactive during the 2005-2006 academic year, so appointments of classified staff to District committees is no longer an issue. All such appointments are made by CSEA.

✦ *(IVB.1a, IVB.1b, and IVB.1c) The Associated Students will formally define the role of the Student Trustee in its Constitution. (Associated Students)*

The Associated Students considered this issue in a subsequent year and determined that the definition of the role of the Student Trustee in existing administrative regulation adequately addresses the concerns expressed in the 2004 institutional self-study.

✦ *(IVB.1d and IVB.1e) The District will distribute printed copies of the revised Board Policies to all administrative and department offices and to the leaders of college constituent groups. (Superintendent/President's Office)*

All Board Policies are posted on the college website and are regularly updated.

♦ *(IVB.1f, IVB.1g, and IVB.1h) The Board of Trustees will consider revising the trustee orientation process in light of the comments of the more recently elected or appointed Board members. (Board of Trustees)*

Upon the recent election of three new trustees, the Board of Trustees instituted an ambitious new orientation process that is intense and thorough. The guidelines for this new process were largely based upon the comments referenced in the 2004 institutional self-study.

♦ *(IVB.2a and IVB.2b) The Superintendent/President's office will enhance the Administrative Organizational Chart posted on the College's website by developing a means of delineating the responsibilities and functions of the various positions. (Superintendent/President's Office)*

Upon completion of the recent administrative reorganization, the College contracted with a consulting firm to develop concise position descriptions for all academic administrator positions. The recently completed Hay Study for classification of classified positions included updated job descriptions for all classified manager/administrator positions. The results of these two efforts will form the basis for enhancing the Administrative Organizational Chart posted on the College's website.

GOAL 4: EFFECTIVE USE OF TECHNOLOGY

The College will promote access to technology and will use technology to achieve its goals.

Standard I: Institutional Mission and Effectiveness

♦ *(IA.2) The Superintendent/President's Office will ensure that the current versions of the Vision, Mission, and Goals statements are posted to the website. (Superintendent/President's Office)*

The current versions of the Vision, Mission, and Goals statements are posted on the college website.

Standard II: Student Learning Programs and Services

♦ *(IIA.2a, IIA.2b, and IIA.2e) The Academic Senate Joint Curriculum Committee will implement the web-based course submission process to facilitate the review and evaluation of new and revised courses. (Academic Affairs, Information Technology)*

The web-based course submission process has been implemented. Despite the occasional "glitches" inevitable in such projects, most would agree that this has simplified and enhanced the curriculum approval process.

✦ *(IIB.3c) The Counseling Department will create an online version of the existing Counseling Department Policies and Procedures Manual. (Student Affairs)*

In Spring 2006, the Counseling Department released its first online Policies and Procedures Manual. The online manual, which is easily accessed by all counselors through SMC Public Folders, is a 100-page document that covers a wide range of topics, including general admission and assessment issues, transfer requirements, and financial aid information.

✦ *(IIC.1) Library staff will work with the Academic Senate Joint Information Services Committee to develop a plan to upgrade and replace all 250 computers in the Library on a regular basis. (Academic Affairs)*

The 250 Library computers, like all new computers added to the College's inventory, are now incorporated into the *Master Plan for Technology* "cascading" plan.

✦ *(IIC.1c) The college webmaster, using recently acquired InFocus software, will screen all Santa Monica College websites for accessibility compliance. (Information Technology)*

The College is currently using two accessibility software packages—inFocus and a free version of AccVerify. The software generates such a huge volume of data that it is simply not feasible to use it for all college websites. Therefore, the College's accessibility compliance officer works with technical staff to review department and faculty homepages through a report generated by this software at the time the program or department is going through the program review process. The six-year cycle for program review ensures the coverage of all web pages over time.

✦ *(IIC.1d) The District Technology Committee will review the current technology maintenance and cascading plans and recommend appropriate adjustments. (Information Technology)*

The Technology Planning Committee (a subcommittee of the District Planning and Advisory Council) annual reviews the technology maintenance and cascading plans as part of the *Master Plan for Technology* update and recommends adjustments as needed.

Standard III: Resources

✦ *(IIIA.3a and IIIA.3b) Human Resources will develop strategies and procedures to mitigate the increased security risks created through electronic transmission of documents. (Human Resources)*

This plan was the result of an isolated incident in which confidential information was inadvertently included in an electronic communication. There have been no recurrences.

✦ *(IIIC.1b) The Information Technology departments will complete the online Tech Knowledge Center and make it available to the college community. (Information Technology)*

The online Tech Knowledge Center has been developed and is available. This site currently maintains a framework for a technology user support knowledge base, and the content of this site is being developed and updated as Information Technology user support staffing levels permit.

✦ *(IIIC.1c) Information Technology will formalize a security manual to define an internal operational security policy and ensure the implementation of the policy. (Information Technology)*

The security manual has been drafted by the Technology Planning Committee and is pending final review by the subcommittee and a recommendation to the District Planning and Advisory Council for collegewide adoption. The Information Technology Department has been using the draft document in conjunction with the District Network and Computer Use Policy as guidelines for internal security practices.

✦ *(IIIC.2) The District Technology Committee will include measurable outcomes for each objective in the Master Plan for Technology to facilitate evaluation of the plan's effectiveness. (Information Technology).*

Technology initiatives have always been addressed and implemented with "cost effectiveness" and "return of investment" as major evaluation criteria. Since 2003, all applicable technology plan objectives have included measurable statistics information or data evidence to verify the effectiveness of each technology project implementation outcome.

✦ *(IIIC.2) The District will continue to support statewide efforts to develop concrete benchmarks for technology services and staffing for administrative and student services computing, similar to those that have already been adopted for the support of instructional computing. (Information Technology)*

The Technology II initiative, proposed by the California Community College Chancellor's Office and approved by the Board of Governors in 2002, was an effort to benchmark services and staffing for administrative computing at a statewide level. Unfortunately, due to funding constraints, the project ended while still in its planning stages. Although there were recent statewide efforts to develop a Technology III initiative that would have included concrete service and staffing benchmarks administrative and student services, the resulting plans did not survive the state budget process.

Standard IV: Leadership and Governance

✦ *(IVB.1d and IVB.1e) The District will post on the college website all revised administrative regulations, along with the current version of those that have not yet been updated. (All)*

The current versions of all administrative regulations are posted on the college website.

GOAL 5: COMMUNITY PARTNERSHIPS

The College will develop public/private partnerships to meet the educational needs of our community, ensure financial viability, and promote employment of our students and alumni.

Standard II: Student Learning Programs and Services

✦ *(IIA.1b and IIA.2d) When the College re-enters a growth mode, it will develop Extension courses that focus on career development needs and coordinate efforts with related academic departments. (Planning and Development)*

Both the Community Services and Workforce and Economic Development departments have developed offerings focusing on career development needs. When related to disciplines within academic departments, efforts have been coordinated.

✦ *(IIA.1b and IIA.2d) The College will consider reactivating the dual enrollment program, when fiscal conditions permit. (Academic Affairs, Student Affairs)*

The High School Dual Enrollment Program was reactivated in 2004-2005, with an initial course offering of 75 weekly hours of instruction in Fall 2004. This offering doubled in Spring 2005, and has steadily increased in subsequent semesters.

Standard IV: Leadership and Governance

✦ *(IVB.2d) The college community will investigate additional sources of revenue enhancement. (Business and Administration, Planning and Development)*

The College has been very successful in receiving grants for specific purposes, but this plan was developed primarily to address unrestricted general fund revenue. In the current year, the College is enjoying an abundance of one-time state funding, as well as the FTES funding from the Summer 2006 instructional services agreement with the Compton Community College District.

✦ *(IVB.2e) The Director, Community Relations will assess the community's expectations of Santa Monica College and lead efforts to further enhance the College's function as a cultural center for the community. (Public Programs)*

The College continues to enhance its reputation as a cultural center for the community through a variety of series and single events presented through the Office of Community Relations, as well as numerous faculty and student events developed through instructional programs.

GOAL 6: SUPPORTIVE PHYSICAL ENVIRONMENT

The College will acquire, plan, develop, and maintain facilities and equipment to provide the best possible educational environment and promote the use of sustainable resources.

Standard II: Student Learning Programs and Services

✦ *(IIB.3b) The Office of Student Life and the Associated Students will develop a plan to redesign the second floor of the Cayton Center to include a space for activities, speakers, and other entertainment. (Student Affairs)*

In Spring 2006, the Cayton Center was painted, and a portion of the Associated Students Board Room was redesigned to accommodate Inter-Club Council meetings, Activity Night, and other related Associated Students activities. The 2005-2006 Associated Students Board of Directors originally planned to purchase new furniture for the Cayton Center, but they later agreed that it was more important to remodel the Associated Students Computer Lab. A task force has been created to develop design plans for the computer lab, with a goal to complete the project in Summer 2007.

Standard III: Resources

✦ *(IIIB.1b) The College will set priorities and develop a plan for hiring appropriate maintenance staff when the budget improves. (Business and Administration, Human Resources)*

Although the College has begun to hire maintenance staff, staffing remains well below the 2002-2003 level.

✦ *(IIIB.1b) New buildings will incorporate sustainable design techniques, with the goal of furthering environmental quality. (Business and Administration)*

All recently approved building projects have incorporated sustainable design techniques. The new Humanities and Social Sciences Building is LEED-certified.

ALL GOALS

Standard I: Institutional Mission and Effectiveness

✦ *(IB.3 and IB.5) When more resources are available, the Collegewide Coordinating Council will develop a plan for re-establishing a robust research arm of the College. (Planning and Development)*

Although a Director, Institutional Research was hired in January 2005, that person recently accepted a position at another institution. The College is currently in the recruitment phase of staffing a Dean, Institutional Research position and a categorically funded support position.

✦ *(IB.3 and IB.5) The Office of Planning and Development will create a process for identifying research priorities for the future. (Planning and Development)*

A Research Advisory Committee was created in 2005, and this group has assisted in prioritizing research requests and identifying future priorities.

Standard III: Resources

✦ *(IIIA.1a) The Personnel Commission will complete the Hay Study, and the College will implement the resulting recommendations when and where possible. (Human Resources, Personnel Commission)*

The Personnel Commission completed the Hay Study and "rolled out" its results during Fall 2006. The implementation phase began in January 2007.

The following is a list of planning issues (organized by college goals) that will be completed, resolved, or substantially addressed before the 2010 accreditation visit:

GOAL 1: STUDENT SUCCESS

The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.

Standard II: Student Learning Programs and Services

✦ *(IIA.3a, IIA.3b, IIA.3c, and IIA.4) The Academic Senate Joint Curriculum Committee will formally undertake the discussion of identifying the most feasible alternative for ensuring that all graduates possess a specified level of information competency. (Academic Affairs)*

✦ *(IIA.3a, IIA.3b, IIA.3c, and IIA.4) The Office of Academic Affairs will conduct a study to determine whether the current number of sections that meet the American Cultures requirement is sufficient to meet student need. (Academic Affairs)*

✦ *(IIA.7b) The Vice President, Student Affairs will initiate a study to determine the cause(s) for the increase in discipline cases and recommend mitigation strategies. (Student Affairs, Planning and Development)*

✦ *(IIB.3b) The Office of Student Life will work with the Office of Institutional Research to assess the affective gains of students who participate in student life on campus. (Student Affairs, Planning and Development)*

✦ *(IIB.3e) The Offices of Student Affairs, Academic Affairs, and Institutional Research will conduct a comprehensive study to assess the relationship between assessment scores, placement, student retention, persistence, and success. (Student Affairs, Academic Affairs, Planning and Development)*

✦ *(IIB.3f) Enrollment Services and Management Information Systems will work together to establish guidelines for the centralization of records back-up information. (Student Affairs, Information Technology)*

✦ *(IIB.4) The Office of Student Affairs will devise a plan to systematically disseminate research findings and strategies related to the use of student services. (Student Affairs)*

✦ *(IIC.1b) The Academic Senate Joint Curriculum Committee will address if and how Information Competency will be included in graduation requirements. (Academic Affairs)*

✦ *(IIC.1) The Academic Senate Joint Information Services Committee will develop a set of weighted criteria to aid in evaluating prospective learning management systems in the future. (Academic Affairs, Information Technology)*

GOAL 2: ACADEMIC EXCELLENCE

The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.

Standard I: Institutional Mission and Effectiveness

✦ *(IB.3 and IB.5) The Office of Planning and Development will develop a feedback loop from the users to the research office to determine how the information was used and that the information provided was effective for the user's purposes. (Planning and Development)*

✦ *(IB.3 and IB.5) In addition to posting research results to the College's website, research findings will be shared through a wider variety of venues, such as professional development workshops. (Planning and Development)*

Standard II: Student Learning Programs and Services

✦ *(IIC.1) The Academic Senate Joint Information Services Committee will administer the recently developed eCompanion survey for faculty to evaluate the effectiveness, ease of use, and overall quality of the eCompanion service and to determine the reason for decrease in usage of course management software. (Information Technology, Academic Affairs)*

Standard III: Resources

✦ *(IIIA.1a) The Academic Senate Joint Personnel Policies Committee will review and revise the administrative regulation addressing the selection of part-time faculty. (Human Resources, Academic Affairs)*

✦ *(IIIA.1b and IIIA.1c) Human Resources will conduct workshops to train faculty and administrators in evaluation techniques and procedures. (Human Resources)*

✦ *(IIIA.1b and IIIA.1c) The District and the collective bargaining units will review and consider modification of the current evaluation forms for classified employees and faculty to incorporate more focused evaluation criteria, including achievement of student learning outcomes. (Human Resources, CSEA, Faculty Association)*

✦ *(IIIA.1b and IIIA.1c) The Academic Senate Joint Personnel Policies Committee will develop an evaluation process for department chairs. (Human Resources, Academic Affairs, Student Affairs)*

✦ *(IIIA.5a) The College will address staff technology training needs more comprehensively when the budget improves. (Human Resources, Information Technology)*

✦ *(IIIA.6) The Academic Senate Joint Program Review Committee will include in its process a review of program staffing patterns to identify areas of concern regarding the allocation of resources. These findings will be included in the committee's annual report to the Collegewide Coordinating Council. (All)*

GOAL 3: COMMUNITY OF MUTUAL RESPECT

The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.

Standard I: Institutional Mission and Effectiveness

✦ *(IB.3 and IB.5) Communications from the Office of Institutional Research will be designed to be as user-friendly as possible, with the recognition that many people are not trained in the analysis and interpretation of statistics. (Planning and Development)*

Standard III: Resources

✦ *(IIIA.1d) Classified employee organizations will develop a code of ethics for classified employees. (Classified Senate, CSEA)*

✦ *(IIIA.5a) Classified organizations will address issues of representation on the Academic Senate Joint Professional Development Committee. (Classified Senate, CSEA)*

✦ *(IIID.1d) Constituent groups will be encouraged to include links on their websites to collegewide committee agendas, minutes, and related documents. (All)*

✦ *(IIID.2b) Beginning with the June 2003 audit, the College will send a copy of each annual financial audit to the Associated Students leadership. (Business and Administration)*

✦ *(IIID.2g) Business Services will provide training on appropriate functions of the PeopleSoft system to a wider internal population to enhance understanding and usability of the system. (Business and Administration)*

Standard IV: Leadership and Governance

✦ *(IVA.5) The Superintendent/President, in consultation with the senior administrative staff and constituent group leaders, will develop a global evaluation process for the College's governance and decision-making structures and processes. (All)*

✦ *(IVB.1a, IVB.1b, and IVB.1c) Facilities planning will include consideration of a Board meeting venue that is more accommodating to public participation. (Business and Administration)*

- *(IVB.1a, IVB.1b, and IVB.1c) The Board will re-evaluate the effectiveness of the Board Dialogs and use this information to devise formats for future interaction with college constituent groups. (Board of Trustees)*

- *(IVB.1a, IVB.1b, and IVB.1c) The District will review the timelines for posting Board agendas, balancing the public desire for a longer posting period with the time requirements for producing agendas that are as complete and accurate as possible. (All)*

- *(IVB.1f, IVB.1g, and IVB.1h) The Board of Trustees will consider revising its self-evaluation policy to ensure that the specific criteria are clear to the public. (Board of Trustees)*

- *(IVB.1f, IVB.1g, and IVB.1h) The Board of Trustees will revise its Code of Ethics to include a clear policy for dealing with code violations. (Board of Trustees)*

GOAL 4: EFFECTIVE USE OF TECHNOLOGY

The College will promote access to technology and will use technology to achieve its goals.

Standard III: Resources

- *(IIB.3f) Enrollment Services will provide a website for faculty and staff on FERPA regulations. (Student Affairs)*

- *(IIIC.1a) The District Technology Committee will reassess technology procurement and development processes. (Information Technology)*

- *(IIIC.1c) Information Technology will work with Human Resources and the Personnel Commission to implement the restructuring of the Information Technology departments. (Information Technology, Human Resources, Personnel Commission)*

- *(IIIC.1d) The District will examine ways to budget for the maintenance of the information technology infrastructure, including maintenance agreement renewals and equipment replacement costs that are predictable and independent of the individual operating budgets of the Information Technology departments. (Information Technology, Business and Administration)*

GOAL 5: COMMUNITY PARTNERSHIPS

The College will develop public/private partnerships to meet the educational needs of our community, ensure financial viability, and promote employment of our students and alumni.

Standard III: Resources

✦ *(IIIC.1c) Information Technology will assess the possibility of integrating County Peoplesoft data with WebISIS and designing an in-house Information Technology asset tracking system to record all the hardware, software deployment, and cascading changes. (Information Technology, Business and Administration)*

✦ *(IIID.2b) The College will develop strategies for ensuring that data stored on the PeopleSoft, Human Resources, and ISIS systems are consistent and accurately reflect activity and allocations. (Information Technology, Business and Administration, Human Resources)*

Standard IV: Leadership and Governance

✦ *(IVB.2d) The District will effectively and realistically project and budget for the anticipated costs of plant expansion, acquisitions, and property development, including the increased operating expenses these generate. (Business and Administration)*

GOAL 6: SUPPORTIVE PHYSICAL ENVIRONMENT

The College will acquire, plan, develop, and maintain facilities and equipment to provide the best possible educational environment and promote the use of sustainable resources.

Standard II: Student Learning Programs and Services

✦ *(IIC.1) The College will review the Information Technology Department's recommendation that computing labs, academic computing staff, and servers be centralized. (Academic Affairs, Information Technology, Business & Administration)*

Standard III: Resources

✦ *(IIIB.1a and IIIB.2b) The Facilities Department will complete standardization documents for materials, fixtures, and finishes to be used in all construction projects. (Business and Administration)*

✦ *(IIIC.1d) The District Technology Committee will examine the feasibility, efficiency, cost benefits, and impact upon technology usage of moving forward with a plan for centralizing student computing facilities. (Information Technology, Academic Affairs)*

ALL GOALS

Standard III: Resources

✦ *(IIIA.1b and IIIA.1c) Human Resources will address the issues of inconsistency in the evaluation of classified managers. (Human Resources)*

✦ *(III.A6) The Collegewide Coordinating Council will act upon the 2003-2004 institutional objective to "develop criteria for assessment of classified staffing needs." (All)*

✦ *(IIID.1c) The Human Resources and Business Services offices will collaborate to ensure consistency of information between the personnel and payroll systems. (Human Resources, Business and Administration)*

Standard IV: Leadership and Governance

✦ *(IVB.1j) The Board of Trustees will consider revising the evaluation process for the Superintendent/President to make the criteria more specific and the accountability factors more transparent. (Board of Trustees)*

✦ *(IVB.2a and IVB.2b) The Superintendent/President will involve college constituencies in an organizational study to determine whether the College's administrative and management structure is appropriate. (All)*